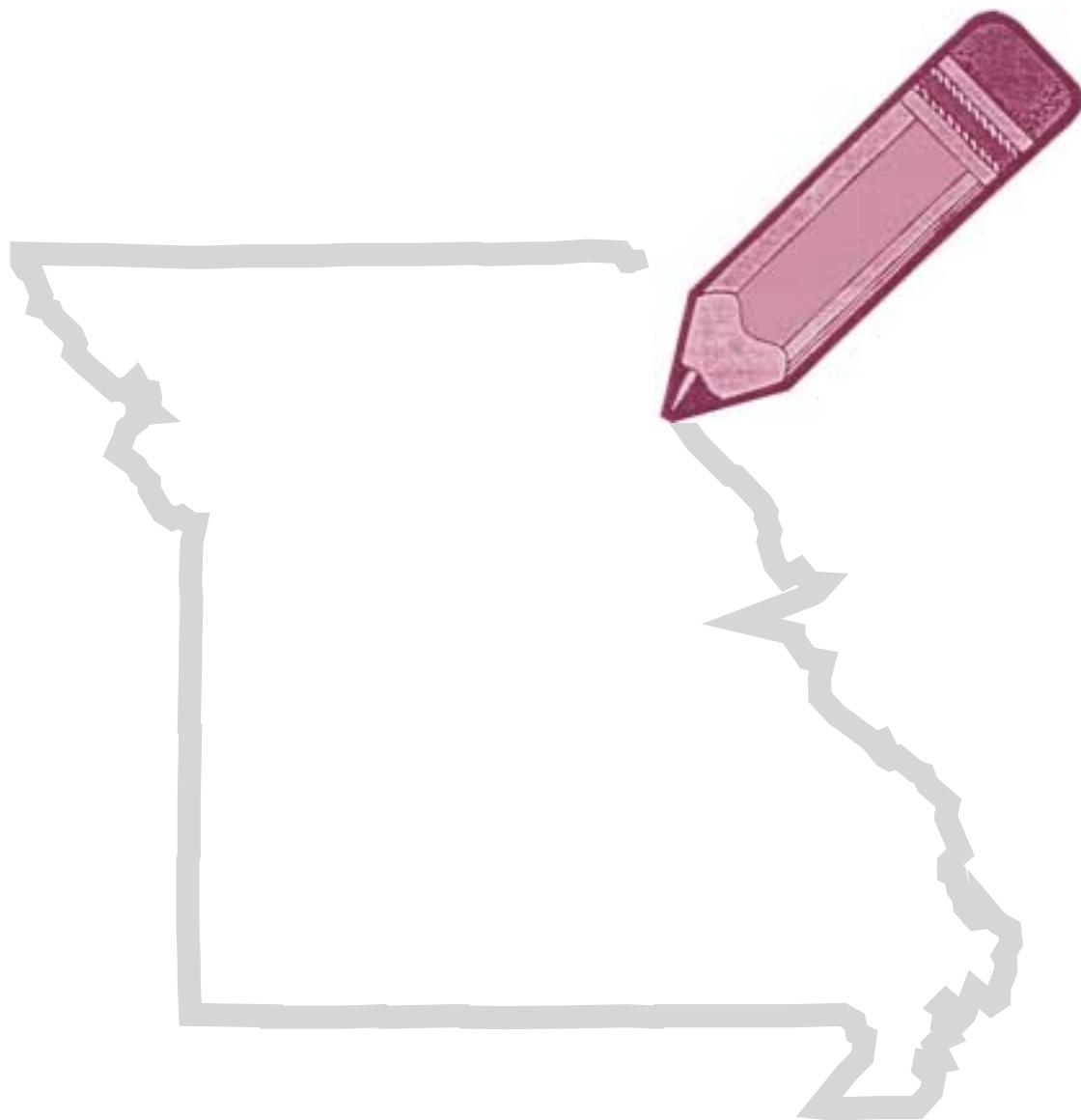


Missouri Assessment Program



Examiner's Manual

Overview

The **Missouri Assessment Program (MAP)** is one of several educational reforms mandated by the Outstanding Schools Act of 1993. As a result of this Act, the State Board of Education directed the Missouri Department of Elementary and Secondary Education to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school and to assess student progress toward those academic standards. The Department worked with teachers, school administrators, parents, and business professionals from throughout the state to develop the Show-Me Standards. The Department has worked with the same constituencies to develop an assessment system that will evaluate students' proficiencies represented by the Show-Me Standards.

The Spring 2002 MAP includes the following required assessments:

- Communication Arts Assessment for Grades 3, 7, and 11
- Health/P.E. Assessment for Grades 5 and 9
- Mathematics Assessment for Grades 4, 8, and 10
- Science Assessment for Grades 3, 7, and 10
- Social Studies Assessment for Grades 4, 8, and 11

Each performance assessment could require two to five hours of test administration time and may include any of four types of test items: multiple choice, constructed response, writing prompt, and performance event.

The **multiple-choice** items present students with a question followed by three, four, or five response options. The multiple-choice questions in Session 3, Part 1, of the Communication Arts, Mathematics, Science, and Social Studies Assessments are taken from the survey portion of a nationally normed test developed by CTB/McGraw-Hill.

The **constructed-response** items require students to supply (rather than select) an appropriate response. Students will be asked to show their work in answering questions. In addition to measuring students' content knowledge, constructed-response items can provide information about how students arrive at their answers.

The **writing prompt** is an open-ended item that requires students to demonstrate their writing proficiency. Writing will be scored holistically using a four-point scoring guide.

The **performance events** used in Missouri's statewide assessment require students to work through more complicated items. Performance events often allow for more than one approach to get a correct answer. The advantage of this type of assessment is that it provides insight into a student's ability to apply knowledge and understanding in various situations.

The Department will use the information obtained through MAP to monitor the progress of Missouri's students in meeting the Show-Me Standards, to inform the public and the state legislature about students' performance, and to help make informed decisions about educational issues. Taken together, the information obtained through MAP and district assessment programs will provide a comprehensive picture of educational progress that will help improve the services provided to each student in the state.

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It is important to read the entire manual prior to
administering the test.

STEP 9 IS NOT PROVIDED IN THIS VERSION



Fill In Special Codes Information

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Glossary of Terms

Carbonless Paper

Carbonless paper is optional and is being made available for teachers to capture student responses on released items (for intermediate school and high school only). Specific instructions regarding the use of carbonless paper are included in this Examiner's Manual. NOTE: Carbonless paper must be removed from test books before they are returned to CTB/McGraw-Hill for scoring.

Content Area Label

There are six content area labels. These labels are placed on the front of the large white envelopes to identify which content areas are included. Content area labels include Communication Arts, Health/P.E., Mathematics, Science, Social Studies, and Unused Books (unused test books).

Department of Elementary and Secondary Education (DESE)

The Assessment Section of the Missouri Department of Elementary and Secondary Education can be reached at 1-800-845-3545.

District Test Coordinator (DTC)

The District Test Coordinator receives, distributes, collects, assembles, and ships district testing materials.

Early Return Testing

Schools participating in Early Return Testing will have been notified by the Missouri Department of Elementary and Secondary Education. To arrange return shipment of Early Return Testing materials, please contact the CTB Transportation Department no later than May 2, 2002. See "State Scaling Sample" on Page 3.

Examiner's Manual

Each Examiner's Manual provides specific test administration instructions for a specific content area. Examiner's Manuals are included with the shipment of test books.

Group Information Sheet (GIS)

The GIS provides CTB/McGraw-Hill with testing group data that will appear on your reports. One GIS is provided for each testing group in each content area.

Large Print and Braille

Student responses in both Large Print and Braille edition test books **must** be transcribed to a regular edition test book in order for that student to receive a MAP score. For assessments with multiple forms, use Form A. After the Examiner transcribes student responses to a regular edition test book, the Large Print and Braille test books should be marked "**Contents transcribed to a regular test book**" and returned to CTB/McGraw-Hill with the unused test materials. Please follow instructions in the Test Coordinator's Manual for packaging and shipping the regular testing materials to CTB/McGraw-Hill.

Large White Envelopes

Large white envelopes are provided to each Examiner. After testing, each testing group's materials should be organized and placed in the large white envelopes for return to CTB/McGraw-Hill.

Manipulatives

Punch-out manipulatives are provided for Mathematics and Science. These include items such as rulers, protractors, or other objects.

MAP School Building Survey

The MAP School Building Survey provides CTB/McGraw-Hill with information used to account for all students in a school. This information is forwarded to DESE.

Missouri Assessment Program Service Line

Questions regarding the Spring 2002 testing administration of the MAP can be answered by calling 1-800-544-9868, 7:30 A.M.–4:30 P.M., PT (9:30 A.M.–6:30 P.M., CT).

Missouri Teacher Survey Response Sheet

This sheet captures information from the Missouri Teacher Survey located in this Examiner's Manual.

Multiple Forms

To gather information and statistical data about new items, the MAP embeds items; that is, it places new field test items into regular edition test books. Embedding results in multiple forms within the same content area. This year the following content areas have multiple forms at all grade levels: Health/P.E. (6 forms, A–F); Mathematics (5 forms, A–E); Science (2 forms, A and B); and Social Studies (3 forms, A–C). When administering the MAP to a testing group, keep the multiple forms mixed—do not separate out the forms. The exceptions to this rule are the administration of the MAP to visually impaired students, who receive Form A only, and the oral reading of the assessment to small groups.

No. 2 Pencil

Ensure that all students use a No. 2 pencil. MAP assessments are scored electronically. If a student uses ink to mark the test, the student will **not** receive a MAP score because ink **cannot** be imaged.

Pre-coded

"Pre-coded" refers to machine-scannable bubbles that are mechanically filled in by CTB/McGraw-Hill.

Reference Sheets

Reference sheets are provided, separate from the test books, for Mathematics in Grades 8 and 10.

Regular Return Testing

To arrange return shipment of Regular Return Testing materials, please contact the CTB Transportation Department no later than May 13, 2002.

School Test Coordinator (STC)

The School Test Coordinator distributes testing materials to Examiners, collects and checks materials, and forwards them to the DTC for shipping.

School/Group List

The School/Group List is CTB/McGraw-Hill's way of double-checking that all testing materials have been received. This form can be photocopied as needed.

Shipping Labels

Color-coded shipping labels are provided with the Test Coordinator's Packet.

Special Codes Section

The Special Codes section is located on the inside back cover of each student test book. This section captures the following information: Accommodation Codes, Special Education, Invalidation, and Absent.

State Scaling Sample

The state scaling sample is developed from the data collected from the Early Return Testing results. It is used to calibrate items and create the Missouri scale, which is in turn used to score the test books. See “Early Return Testing” on Page 1.

Student Identification Sheet (SIS)

The SIS is located on the back cover of each student test book. This sheet captures biographical information about each student.

Student Information Form (SIF)

The SIF is a separate form that captures almost the same information as the SIS. It may be pre-coded if your district participated in pre-coding services. Blank SIFs can be used for the following cases: MAP Alternate and LEP/In-state-less-than-a-year students, torn or damaged SISs, or replacement for an incorrectly pre-coded SIF. A completed or blank SIF will always override an SIS when inserted inside the front cover of a student test book. Use only SIF slip sheets for the current year.

Test Coordinator’s Manual

The Test Coordinator’s Manual describes both the DTC’s and the STC’s roles in the MAP test administration.

Testing Group

When an Examiner administers the MAP to a group of students that group is considered a testing group. For example, each time Ms. Jones administers the Mathematics Assessment to one of her tenth-grade classes, each class is considered a testing group. However, if Ms. Jones administers the Mathematics Assessment to all the tenth-grade classes at her school simultaneously, those combined classes would also make up one testing group. Examiners who administer the MAP to more than one testing group must fill out a Group Information Sheet (GIS) for each testing group. In addition, School Test Coordinators need to ensure that every GIS completed for their school has an entry on the School/Group List. See “Multiple Forms” on Page 2.

Valid Attempt

Special Education students who do not qualify for MAP Alternate still need to take the MAP. If it is stipulated in the IEP, teachers may preview a test book and preselect items for students to attempt. Teachers need to select, at a minimum, one item from Session 1, one item from Session 2, and five items from Session 3. Do not select embedded field test items. Contact your District Test Coordinator for a list of embedded field test items.

**STEP
1**

CHECK YOUR TESTING MATERIALS

Check to be sure you have the following materials. If any materials are missing, notify your Test Coordinator.

For the Examiner

- Examiner's Manual
- test book
- Missouri Teacher Survey Response Sheet
- one Group Information Sheet (GIS)
- large white envelope(s)
- color-coded content-area labels for the large white envelopes
- Do Not Disturb sign (not provided)
- extra pencils with erasers (not provided)
- extra scratch paper (not provided)

For each student

- test book
- punch-out manipulatives (Mathematics and Science)
- Mathematics reference sheet (Grades 8 and 10 only—provided separately)
- scratch paper for Session 3 (Mathematics only, paper not provided)
- extra paper for Session 2 (Communication Arts, paper not provided for the draft copy of the writing subtest)
- No. 2 pencil with eraser (not provided)—**ink may not be used for any of the assessments**
- extra erasers (not provided)

TOOLS

Generally, the decision to use or not use calculators, dictionaries, thesauruses, or grammar handbooks should be based on your standard classroom practices. However, the following guidelines explain specific rules for using these tools.

Communication Arts

- Students at the elementary level may only use a dictionary for Session 2. Students at the intermediate and high school levels may use a dictionary, thesaurus, and grammar handbook for Session 2 only. **These tools should not be available for any other session of the test.**



No. 2 pencils must be used for all assessments. Answers written in ink cannot be scored.



Prior to testing, the SIS on the back cover of each student's test book or a current year SIF must be completed for accurate reporting. (See Step 7, Page 13.)



TEST BOOKS

Students at all grades write their answers directly in the test books for all three sessions.



TOOLS

Test questions have been designed and adequate time has been provided so that using a calculator, dictionary, thesaurus, or grammar handbook will not offer any particular advantage.

If you have any questions about using a specific tool provided by the district for testing, contact your Test Coordinator. The only materials to be provided by the district are listed at left.



Health/P.E.

- No tools may be used for the Health/P.E. Assessment.

Mathematics

- Calculators are **not** allowed at the elementary level during any session.
- If your school has chosen to use calculators at the intermediate and high school levels, please note that students may **not** use calculators for the first section of **Session 3, Part 1**. If calculators are allowed for the **other** parts of the test, students should be told in advance and given access to a calculator.

Science

- Calculators are not needed for the Science Assessment.
- Punch-out rulers are provided for Grades 3 and 10 only.

Social Studies

- No tools may be used for the Social Studies Assessment.
- Make sure all maps are out of view during the testing time.

SECURITY

The Missouri Assessment Program (MAP) test books are secure materials. School personnel responsible for the MAP testing must ensure that all test materials are secure at all times. No testing materials may be photocopied or duplicated. When not in use, secure materials must be kept in a locked room or cabinet in the school building to prevent unauthorized access. All test books must be returned to the Test Coordinator after the MAP is administered.



PLAN YOUR TESTING SCHEDULE

- Review the test directions in the Examiner’s Manual in advance. Test books are secure and may **not** be reviewed before testing. An exception to the previewing rule are Special Education teachers who may preview test books, per the IEP, to select items for students to attempt. For more information, please see “Valid Attempt” on Page 3.
- Allow sufficient time to complete the SIS or SIF before administering the assessment. Each student’s test book must have either the SIS or SIF completed. If a student misses part or all of any of the sessions of the test, fill out the SIS for that student.
- Administer the test, if possible, during the middle of the week.
- Avoid testing on days just before or after vacations, important school functions, or holidays.

Be sure all students have completed the SIS on the back cover of their test book or an SIF prior to testing.

- Avoid testing just after students have had strenuous physical activity.
- Schedule testing to allow sufficient time to complete a test session. **It is important that each test session be completed in one day.** No single test session should be administered over two or more days.
- Observe timing guidelines.
- Read oral directions at a moderate, steady pace.
- Call time if all students complete a session early. **NOTE: For Sessions 1 and 2 and Part 2 of Session 3, if a student has not finished in the allotted time and is making adequate progress, the student should be allowed to finish. This also applies to all three sessions of the Health/P.E. Assessment.**
- Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to students' fatigue level and attention span, and alter your schedule as necessary.

Working with Proctors

Plan on allocating one proctor for every 20 students in excess of 30. (For example, 50 students would need 1 test administrator and 1 proctor.)

Review your plans with proctors prior to testing. Proctors can help you

- arrange the testing room
- fill in SISs or SIFs
- distribute test materials
- make sure students are working in the correct place
- discourage talking or sharing of answers
- collect materials at the end of the session

Accommodations

- Modifications for IEP, IAP (504), and LEP students are discussed in Step 10, under the heading "How to Fill In the Special Codes Section," Nos. 1 and 2, of this Examiner's Manual.



If a student misses any session of the MAP test, arrange a makeup session.



When administering the MAP orally to a small group of students, be sure all students have the same form of the test.



TESTING SCHEDULE

Communication Arts, Mathematics, Science, and Social Studies

- Tests should be administered according to the specific directions.
- Each testing session should be completed **in one day** and not administered over two or more days.
- The following content areas have multiple forms:
 - Health/P.E., both grades, 6 forms (A-F)
 - Mathematics, all grades, 5 forms (A-E)
 - Science, all grades, 2 forms (A and B)
 - Social Studies, all grades, 3 forms (A-C)
- Teachers who are preselecting items for Special Education students should refer to “Valid Attempt” on Page 3.

Each content area of the Missouri Assessment Program (MAP) could require between three and five hours of classroom time, depending on the individual student's ability. Each test is divided into three sessions. These sessions should be administered on three different days. It is not recommended that all test sessions be administered on the same day.

Sessions 1 and 2

Estimated testing times for Sessions 1 and 2 are given in the charts on Page 9. These times are only a guide for planning the testing sessions. If all students finish before the estimated time, the session may be ended early. **Students who have not completed Sessions 1 and 2 within the estimated testing time should be given additional time to finish the test.**

Session 3

Session 3, Part 1, will provide norm-referenced information and is the only timed portion of the MAP. **The testing times indicated for Session 3, Part 1, should be strictly observed.**

Estimated testing times for Session 3, Part 2, are also given on the chart on Page 9. These times are only a guide for planning the testing session. If all students finish before the estimated time, the session may be ended early.

Students who have not completed Session 3, Part 2, within the estimated testing time should be given additional time to finish the test. Please be sure to fill in the appropriate special code and accommodation code from Step 10 for students authorized to receive accommodations. At the end of Session 3, students should complete the Student Survey.

Health/P.E.

The Health/P.E. Assessment could require between $2\frac{1}{2}$ and 4 hours of classroom time, depending on the individual student's ability. Session 1 should be administered on the first day, and Sessions 2 and 3 should be administered on the second day. The testing on the second day is divided into two sessions in order to provide maximum flexibility in scheduling. It is **not** recommended that all test sessions be administered on the same day.

Estimated testing times for Sessions 1, 2, and 3 are given in the chart on Page 9. These times are only a guide for planning the testing sessions. If all students finish before the estimated time, the session may be ended early.

Students who have not completed Sessions 1, 2, and 3 within the estimated testing time should be given additional time to finish the test. Please be sure to fill in the appropriate special code and accommodation code from Step 10 for students authorized to receive accommodations. At the end of Session 3, students should complete the Student Survey.

TESTING SCHEDULES (in minutes)

MATHEMATICS		
Day 1		
SIS or SIF	10	
Session 1	<u>55 to 90</u>	
	<u>65 to 100</u>	
Day 2		
Session 2	<u>55 to 90</u>	
Day 3		
Session 3, Part 1	First Section Second Section	10 (timed) 30 (timed)
Session 3, Part 2		20 to 35
		<u>5</u>
		<u>65 to 80</u>

SCIENCE		
Day 1		
SIS or SIF	10	
Session 1	<u>45 to 100</u>	
	<u>55 to 110</u>	
Day 2		
Session 2		<u>50 to 95</u>
Day 3		
Session 3, Grade 3	Part 1 Part 2	20 (timed) 45 to 65
Student Survey		<u>5</u>
		<u>70 to 90</u>
Session 3, Grades 7 and 10	Part 1 Part 2	25 (timed) 30 to 55
Student Survey		<u>5</u>
		<u>60 to 85</u>

SOCIAL STUDIES		
Day 1		
SIS or SIF	10	
Session 1	<u>45 to 90</u>	
	<u>55 to 100</u>	
Day 2		
Session 2		<u>45 to 90</u>
Day 3		
Session 3	Part 1 Part 2	25 (timed) 40 to 60
Student Survey		<u>5</u>
		<u>70 to 90</u>

COMMUNICATION ARTS		
Day 1		
SIS or SIF	10	
Session 1	<u>60 to 90</u>	
	<u>70 to 100</u>	
Day 2		
Session 2*		<u>60 to 90</u>
Day 3		
Session 3, Grade 3		61 (timed)
Student Survey		<u>5</u>
		<u>66</u>
Session 3, Grade 7		52 (timed)
Student Survey		<u>5</u>
		<u>57</u>
Session 3, Grade 11		54 (timed)
Student Survey		<u>5</u>
		<u>59</u>

HEALTH/P.E.		
Day 1		
SIS or SIF	10	
Session 1	<u>60 to 90</u>	
	<u>70 to 100</u>	
Day 2		
Session 2	45 to 90	
Session 3	40 to 60	
Student Survey	<u>5</u>	
	<u>90 to 155</u>	

*This session must be administered in one day.

**STEP
3**

ORGANIZE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between students to prevent the sharing of answers.
- Eliminate distractions such as bells or telephones.
- Use a Do Not Disturb sign on the door of the testing room.
- Make sure maps, charts, etc., that relate to the subject matter of the test are not in view of the students.
- When administering Session 3, Part 1, write on the board the starting and stopping times for the timed test. Session 3 of the Health/P.E. Assessment is not a timed test.

**STEP
4**

PREPARE YOUR STUDENTS

Help students do their best by presenting the testing experience in a positive way.

• •

- Help students approach the testing in a relaxed, positive way.
- Encourage and motivate your students to put forth their best effort.
- Explain that the purpose of taking this test is to find out which concepts have been mastered and which concepts need further development.
- Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers. For most of the questions, partial credit may be earned.
- Explain that if an item is very difficult, it may be wise to skip it and go on to the next item as long as all items are answered before the test books are collected.
- Reassure students they will be given ample time to do their best.



USE STANDARDIZED TESTING PROCEDURES

Session 3, Part 1, of all assessments except for Health/P.E., is a standardized test that provides norm-referenced information. To ensure that test results are valid, reliable, and equitable, standardized tests are always administered with the same directions and time limits and scored with the same scoring criteria. If the tests are not administered with the same procedures used when the test was standardized, valid conclusions cannot be drawn from the test results.

- Be sure students understand the directions and the way to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Do not assist students with any question other than to ensure that they understand the directions.
- Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

If the test is administered with accommodations as a result of an IEP or IAP, the Accommodation Codes grid must be completed in the Special Codes section, which is located on the inside back cover of each test book. Information about appropriate accommodation codes is located in Step 10.



Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read exactly as written.



Fill in the appropriate accommodation code(s) for students authorized to receive accommodations.





LARGE PRINT AND BRAILLE

Accommodations are necessary when administering the test to visually impaired students. It is very important to code accommodations for visually impaired students on the Special Codes grid located on the inside back cover of the test book. Please see Step 10 for the appropriate accommodation.

Students who take the Braille edition of the MAP use a brailling device called a "Brailleur." Students who take the Large Print edition mark their responses directly in the Large Print edition test books. Student responses in both Large Print and Braille edition test books must be transcribed verbatim into a regular edition test book in order for that student to receive a MAP score. **NOTE: If a content area has multiple forms, make sure all responses are transcribed into Form A of the regular edition test book.** The following content areas have multiple forms:

- Health/P.E., both grades, 6 forms (A–F)
- Mathematics, all grades, 5 forms (A–E)
- Science, all grades, 2 forms (A and B)
- Social Studies, all grades, 3 forms (A–C)

Examiners should obtain a regular edition test book (Form A for those content areas with multiple forms) and an Examiner's Manual to use as a reference while administering the Large Print and Braille edition of the assessment to visually impaired students.

After the Examiner transcribes student responses into regular edition test books, the cover of the Large Print and Braille edition test books should be marked **"Contents transcribed to a regular test book"** and returned to CTB/McGraw-Hill with the unused test materials.



BEFORE TESTING

Distribute the test books. Do not separate test books out by form. Multiple forms are spiraled for embedded field test purposes. For more information regarding embedded field test items, see “Multiple Forms” on Page 2. Ensure that all students have a No. 2 pencil. Have the students print their names on the front cover of their test books.

STUDENT IDENTIFICATION INFORMATION

The student identification information can be captured on either of the following forms:

- The Student Identification Sheet (SIS) is located on the back cover of the test book.
- The Student Information Form (SIF) is either pre-coded or blank. This form is a separate document. It is not located in the test book. Use only the current year SIF.

NOTE: Both the SIS and SIF capture student information. However, the SIF is the only form that captures MAP Alternate students. (See Step 11 for more information about MAP Alternate students.)

Any SIF—completed or blank—placed inside the test book will override the SIS on the back of the test book. If an SIS or SIF is badly torn or damaged, it will not scan properly. In such a case, all information must be transferred to a current SIF and inserted inside the front cover of the test book.

To account for all students, an SIS or SIF must be turned in for every eligible student. Refer to Step 10, No. 4, for detailed instructions on how to account for a student who has missed one or all sessions due to absence.

Grade 3

Examiners must complete the SISs or SIFs for Grade 3 students.

Grades 4 Through 11

Lead students through filling in the SIS on the back cover of their test books or the separate SIE.

How to Fill in the Data Grids:

Refer to the sample SIS and SIF on Page 14 as you read Numbers 1 through 8 below and on Page 14.

1. STUDENT'S NAME: Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces.

A horizontal line of 20 black dots, evenly spaced, used as a decorative element.

IMPORTANT: Punch out all the manipulatives prior to testing.

A horizontal line of 20 black dots, with the 10th dot from the left highlighted in red.

A horizontal line of 20 black dots, with the 10th dot from the left highlighted in yellow.

Use the board to show students how to fill in the SIS or SIF (e.g., write the school, teacher, and district names on the board for students to copy).

A horizontal line of 20 black dots, evenly spaced, used as a decorative separator.

• • • • • • • • • • • • • • •

The Absent section is found only in the Special Codes grid on the inside back cover of the test books. See Step 10, No. 4.

A horizontal line of 20 black dots. The 10th dot from the left is highlighted with a red circle.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Be sure to complete an SIS or SIF for all students who are eligible for testing, whether they are tested or not.

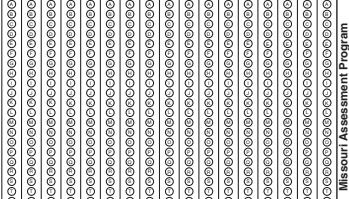
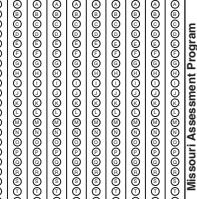
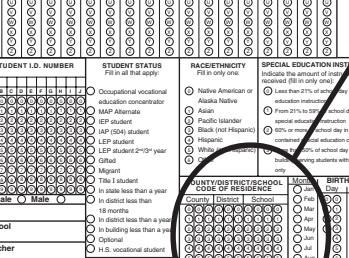
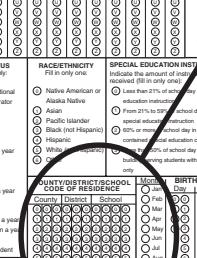
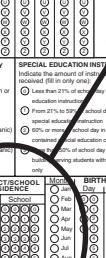
Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2. Fill in the STUDENT ID NUMBER, if applicable. Begin with Column A.
3. Fill in the circle for FEMALE or MALE.
4. SCHOOL, TEACHER, DISTRICT: Print the school, teacher, and district names in the appropriate boxes.
- *5. Instructions for how to code STUDENT STATUS are provided in Step 10.
6. Fill in the circle for RACE/ETHNICITY.
- *7. Instructions for how to code SPECIAL EDUCATION INSTRUCTION are provided in Step 10.
8. BIRTH DATE: Fill in the appropriate circles in each column for the month, day, and year of birth. If a birth day is a single digit, be sure to fill in the first ZERO circle in the Day column.

*Examiners or school personnel are responsible for completing the Student Status and Special Education Instruction grids after the last day of testing.

Sample
Student
Identification
Sheet (located
on the back of
the test book)

Sample
Student
Information
Form
(separate
sheet—
pre-coded or
blank)

50029		STUDENT'S NAME		First	M.I.
Last	First	M.I.	Suffix	First	M.I.
					
Missouri Assessment Program Student Information Form <small>PRINT: PL ACE THIS SHEET UP FRONT COVER OF TEST BOOK</small>					
STUDENT INFORMATION					
STUDENT I.D. NUMBER		STUDENT STATUS		RACE/ETHNICITY	
<input type="text"/> A <input type="text"/> B <input type="text"/> C <input type="text"/> D <input type="text"/> E <input type="text"/> F <input type="text"/> G <input type="text"/> H <input type="text"/> I <input type="text"/> J <input type="text"/> K <input type="text"/> L <input type="text"/> M <input type="text"/> N <input type="text"/> O <input type="text"/> P <input type="text"/> Q <input type="text"/> R <input type="text"/> S <input type="text"/> T <input type="text"/> U <input type="text"/> V <input type="text"/> W <input type="text"/> X <input type="text"/> Y <input type="text"/> Z		<input type="radio"/> Student in regular program <input type="radio"/> Student in alternative educational program <input type="radio"/> MAP Alternative <input type="radio"/> IEP student <input type="radio"/> LEP student <input type="radio"/> LEP student 2nd/3rd year <input type="radio"/> Gifted <input type="radio"/> Title I student <input type="radio"/> In state less than a year <input type="radio"/> In state more than 18 months <input type="radio"/> In district less than a year <input type="radio"/> In building less than a year <input type="radio"/> Other <input type="radio"/> H.S. vocational student		<input type="radio"/> Native American or Alaska Native <input type="radio"/> Asian <input type="radio"/> Pacific Islander (not Hawaiian) <input type="radio"/> Hispanic <input type="radio"/> White	
<input type="radio"/> Female <input type="radio"/> Male		<input type="radio"/> In state less than a year <input type="radio"/> In state more than 18 months <input type="radio"/> In district less than a year <input type="radio"/> In building less than a year <input type="radio"/> Other <input type="radio"/> H.S. vocational student		SPECIAL EDUCATION INSTRUCTION <input type="radio"/> None <input type="radio"/> Special education received (S) or only <input type="radio"/> Less than 25% of average day in special education <input type="radio"/> From 25% to 50% of average day in special education <input type="radio"/> From 50% to 75% of average day in special education <input type="radio"/> More than 75% of average day in special education <input type="radio"/> Received special education classroom instruction <input type="radio"/> Received special education classroom instruction and general education classroom instruction <input type="radio"/> Received special education classroom instruction and general education classroom instruction and other services	
SCHOOL ATTENDANCE		COUNTY/DISTRICT/SCHOOL		BIRTH DATE	
<input type="radio"/> School <input type="radio"/> Teacher <input type="radio"/> District		<input type="radio"/> Code of residence 		<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	
					

County/District/School Code of Residence Grid—
DO **NOT** COMPLETE unless instructed to do so by the District Test Coordinator.

**STEP
8**

RELEASED ITEM RESPONSES

DESE has selected several items at the intermediate and high school levels of the MAP Communication Arts, Health/P.E., Mathematics, Science, and Social Studies Assessments to release to Missouri teachers for classroom scoring. Student responses to these released items may be captured during the test administration using carbonless paper. Copies of the released items and scoring guides will be provided to the districts by DESE during the test administration. Items at the elementary level will not be released.

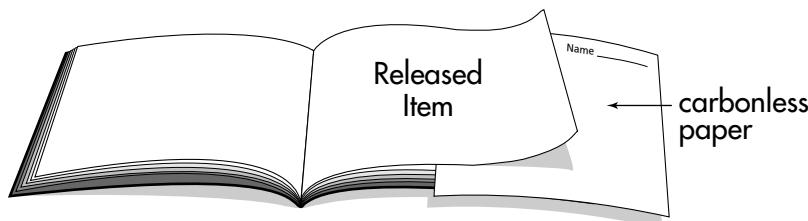
If your district has chosen to use carbonless paper to capture student responses for the released items in the MAP Communication Arts, Health/P.E., Mathematics, Science, and Social Studies Assessments, the following guidelines must be observed.

- **Only** Mead Optica™ 17# Self-Contained Dark Blue Image Carbonless paper may be used.
- **Only** released items may be captured. Violations of this stipulation will result in a review by the Missouri Department of Elementary and Secondary Education.
- Released items may **not** be photocopied.

It is important to note that only Mead Optica 17# Self-Contained Dark Blue Image Carbonless paper may be used. Use of any other carbonless paper will cause smudging, which could delay reports for your district.

To capture student responses, simply place the sheet of carbonless paper, which has "Name" printed on it, face up behind each page containing a released item. See the example below.

Student Test Book



Remember to remove all carbonless paper from the student test books before returning them to CTB/McGraw-Hill for scoring. If carbonless paper is returned to CTB/McGraw-Hill, it could delay the district's reports. All returned carbonless paper will be destroyed.

The following is a list of released items for the Spring 2002 Missouri Assessment Program.

COMMUNICATION ARTS	
Grade 7	Session 1—Items 9–11, Pages 9 and 10 Session 2—Writing Prompt, Pages 3–9
Grade 11	Session 1—Items 2, 4, and 7, Pages 5, 6, and 8 Session 2—Writing Prompt, Pages 3–9

HEALTH/P.E.	
Grade 9	Session 1—Item 22, Page 9 Session 2—Items 4, 5, and 15, Pages 4, 5, and 9

MATHEMATICS	
Grade 8	Session 1—Item 10, Pages 10 and 11 Session 2—Items 3 and 5, Pages 4 and 6
Grade 10	Session 1—Items 4 and 11, Pages 6, 12, and 13 Session 2—Item 5, Page 6

SCIENCE	
Grade 7	Session 1—Items 9 and 10, Pages 8 and 9 Session 2—Items 7–9, Page 6
Grade 10	Session 1—Item 5, Page 5 Session 2—Items 1–3, Pages 3 and 4 Session 3—Item 26, Page 13

SOCIAL STUDIES	
Grade 8	Session 1—Items 14–16, Pages 10 and 11 Session 2—Items 18–20, Pages 19 and 20
Grade 11	Session 1—Items 13–15, Pages 10 and 11 Session 2—Items 3–7, Pages 4 and 5

**STEP
9****ADMINISTER THE TEST**

STEP 9 contains directions that are specific to each subject area's administration.

These directions are not provided in this generic version of the Examiner's Manual.

STEP 10

FILL IN SPECIAL CODES INFORMATION

Special codes information is located in **three** places in the testing materials: the Special Codes grid, the SIS, and the SIF.

The Special Codes grid, located on the inside back cover of each student test book, is to be coded by the Examiner only after the last day of testing.

The Special Codes grid includes Accommodation Codes, Special Education, Invalidation, and Absent boxes. See the example below.

Additional special codes information can be found in the Student Status section on the SIS (located on the back cover of each test book) **and** on the SIF (a separate document that captures almost the same student information as the SIS). Both the SIS and the SIF include the Student Status and Special Education Instruction sections. See the examples below.

SIS

SIF

NOTE: Student identification information and information in the Student Status and Special Education Instruction boxes must be captured on only **one** form—either the SIS or the SIF. **The SIF will override any information bubbled on the SIS.**

HOW TO FILL IN THE SPECIAL CODES SECTION

1. Fill in the appropriate circle in each column for Accommodation Codes for IEP, LEP, and IAP (504) students only. Fill in the circle that best represents the accommodation or the dominant accommodation under that heading.

NOTE: Mark only one.

ACCOMMODATION CODES FOR IEP AND IAP (504) ONLY:

• Administration Accommodations (Admin)

- 01 Braille edition of assessment
- 02 Large Print edition of assessment
- 03 Using magnifying equipment
- 04 Oral reading of assessment
- 05 Signing of assessment (directions)
- 06 Paraphrasing
- 07 Using amplification equipment (e.g., hearing aid or auditory trainer)
- 08 Using assistive device
- 09 Using visual aids
- 10 Other



Any accommodations used that need to be marked "Other" should be addressed in the student's IEP.



Teachers who are preselecting items for Special Education students should refer to "Valid Attempt" on Page 3.



• Timing Accommodations (Time)

- 20 Extend time allotted to complete Session 3, Part 1
- 21 Administer test using more than three testing periods
- 22 Other

• Response Accommodations (Resp)

NOTE: Any use of an alternative response must be converted to a scorable answer sheet and/or transcribed directly into the test book for scoring.

- 30 Using typewriter for responding
- 31 Using computer/word processor for responding
- 32 Pointing to response
- 33 Giving response orally
- 34 Giving response in sign language
- 35 Dictating to a scribe
- 36 Taping student response
- 37 Using Brailler
- 38 Using communication device
- 39 Using calculator
- 40 Using abacus
- 41 Using arithmetic tables
- 42 Using graph paper
- 44 Other

• Setting Accommodations (Set)

- 50 Testing individually
- 51 Testing with small group
- 52 Testing with teacher facing student (hearing-impaired)
- 53 Other

ACCOMMODATION CODES FOR LEP ONLY:

These are the ONLY accommodations allowed for LEP students:

- **Administration Accommodations (Admin)**

- 04 Oral reading of assessment (in English only and not permissible for Communication Arts, Sessions 1 and 3)

- **Timing Accommodations (Time)**

- 20 Extending time allotted to complete Session 3, Part 1

- 21 Other

- **Response Accommodations (Resp)**

- 33 Giving response orally (in English only)

- 43 Using bilingual dictionary

- **Setting Accommodations (Set)**

- 50 Testing individually

- 51 Testing with small group

2. Fill in the appropriate circle in each column for Special Education.

NOTE: Mark only one.

- **Disability Diagnosis (Primary Area Only)**

- 01 Learning disabled
- 02 Speech impaired
- 03 Mental retardation
- 04 Emotional disorder
- 05 Other health impaired
- 06 Hearing impaired
- 07 Language impaired
- 08 Partially seeing
- 09 Blind
- 10 Orthopedic impairment
- 11 Autism
- 12 Traumatic brain injury
- 13 Deaf/Blind
- 14 Multihandicapped

- **Instructional Areas of IEP (Primary Area Only)**

- 01 Speech/Language
- 02 Reading
- 03 Math
- 04 Spelling
- 05 Writing
- 06 Behavior/Social skills
- 07 Basic life skills/Activities of daily living
- 08 Multiple

3. Invalidation of a student's test is appropriate **only** if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing will invalidate a student's test.

The School Test Coordinator and the Examiner must agree that a particular student's test should be invalidated based on the invalidation rules above. To invalidate a student's test, the School Test Coordinator must fill in the appropriate circle in the Invalidation box located in the Special Codes section on the inside back cover of the test book. If the Invalidation box is not filled in, the test will **not** be invalidated. For each invalidated test, a test book and a completed SIS or SIF must be included with materials to be scored.

Invalidated tests will **not** receive MAP scores.

The School Test Coordinator must also provide the District Test Coordinator with the student's name; birth date; teacher; grade; school; content area; test session; and the reason the test session is being invalidated.

4. Makeup sessions should be scheduled for students who are absent during one or more sessions of the MAP. If a student is absent for one or more testing sessions and cannot participate in makeup testing sessions, the procedures below must be followed:

1. Write the student's name on the front of an unused test book.
2. Complete an SIS or SIF for the student.
3. Fill in the appropriate circle in the Absent section in the Special Codes section located on the inside back cover of the test book.
4. Process as you would any other student's test.

To account for all students, a completed SIS or SIF must be turned in for **every** eligible student.

HOW TO FILL IN THE STUDENT STATUS INFORMATION ON THE SIS AND SIF

1. Fill in the appropriate circles for Student Status. Fill in all that apply.

All students should have the Title I bubble filled in if the building is in a schoolwide Title I program.

The Optional bubble is for school districts that decide to release student free/reduced-price meal status information.

Examiners, leave the Optional bubble blank. The Building District Test Coordinator is responsible for providing this information.

2. Fill in the appropriate circle for Special Education Instruction. Indicate the amount of instruction received daily. Be sure to mark only one circle.



Examiners or school personnel are responsible for completing the Student Status, County/District/School Code of Residence (if instructed to do so), and Special Education Instruction grids.





EXEMPT STUDENTS

Students who were previously considered "exempt" are now coded as MAP Alternate or LEP **and** In-state-less-than-a-year. Only students who have an IEP and whose IEP teams have determined that they are eligible are considered MAP Alternate. LEP students who have been in a Missouri school for less than a year do not have to take the MAP. These students are referred to as LEP/In-state-less-than-a-year. LEP students are considered "In-state-less-than-a-year" if they have been in the state for less than 365 days at the time the district begins MAP testing. This term is defined in the context of a 365-day calendar year, not the September enrollment count.

All students must be accounted for when administering the MAP. To account for MAP Alternate students, Examiners should fill out the MAP Alternate bubble in the Student Status grid on the SIF. To account for LEP/In-state-less-than-a-year students, Examiners must fill in **both** the LEP **and** In-state-less-than-a-year bubbles on the SIF. MAP Alternate and LEP/In-state-less-than-a-year students do **not** need to have a test book assigned to them. It is only necessary to return a completed SIF for the current year. Additional SIFs will be provided for these students. MAP Alternate and LEP/In-state-less-than-a-year students must also be accounted for on the Building Survey.



COMPLETE THE MISSOURI TEACHER SURVEY

After the students have finished the test, locate the Missouri Teacher Survey on the last pages of this Examiner's Manual. With a No. 2 pencil, record your answers to the survey on the separate Missouri Teacher Survey Response Sheet. Fill in the information requested and answer the survey questions by filling in the circle that goes with the response you choose. When you have completed the survey, return it along with the other testing materials to your Test Coordinator.



ASSEMBLE MATERIALS FOR RETURN

After testing is complete, check all SISs, SIFs, Special Codes sections, and test books for the following:

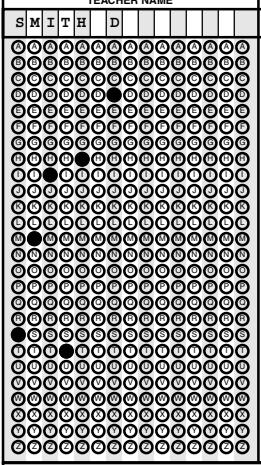
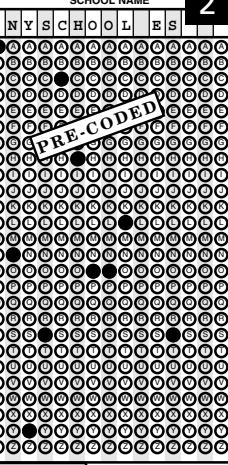
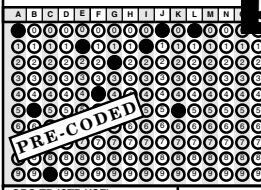
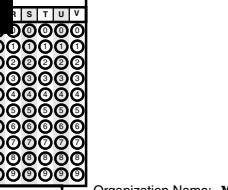
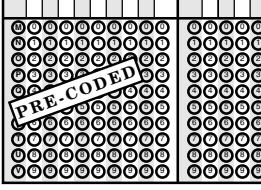
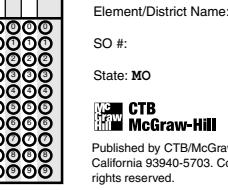
- All student-identification information is complete and correct. The Birth Date section must be filled in properly. This information is used to verify student identity when other information is insufficient.
- All applicable Student Status and Special Education Instruction information is filled in according to instructions in Step 10.
- All circles that students intended to mark are filled in completely.
- All stray pencil marks are erased.
- All erasures are complete.
- If an SIS or a pre-coded SIF is badly torn or damaged, it cannot be scanned. In such a case, all information must be transferred to a current SIF, which should be placed inside the front cover of the test book.
- If applicable, the information in the Special Codes section has been filled in accurately, as explained in Step 10.
- All alternative response sheets are removed from the test books and transcribed directly into the test books for scoring. For more information regarding Response Accommodations, please see Step 10.
- **All test books are completed in No. 2 pencil. Test books completed in ink cannot be scored.**
If a student completed the test in ink, all student responses must be transcribed in pencil to another test book for scoring.
- **All carbonless paper and any other loose papers (except for an SIF) are removed from the test books.**

COMPLETE AND CHECK GROUP INFORMATION SHEETS

The Group Information Sheet (GIS) provides data that will appear on your reports. **It is essential that a complete and accurate GIS be placed on top of each stack of test books whose scores are to be reported together.**

Some information may have been filled in (pre-coded) for you, while other information must be hand-entered. Check both the pre-coded and hand-entered material for accuracy. If any pre-coded information is not accurate, notify your Test Coordinator.

Please note that the GIS is a scannable document and cannot be photocopied. An example of the GIS is shown below.

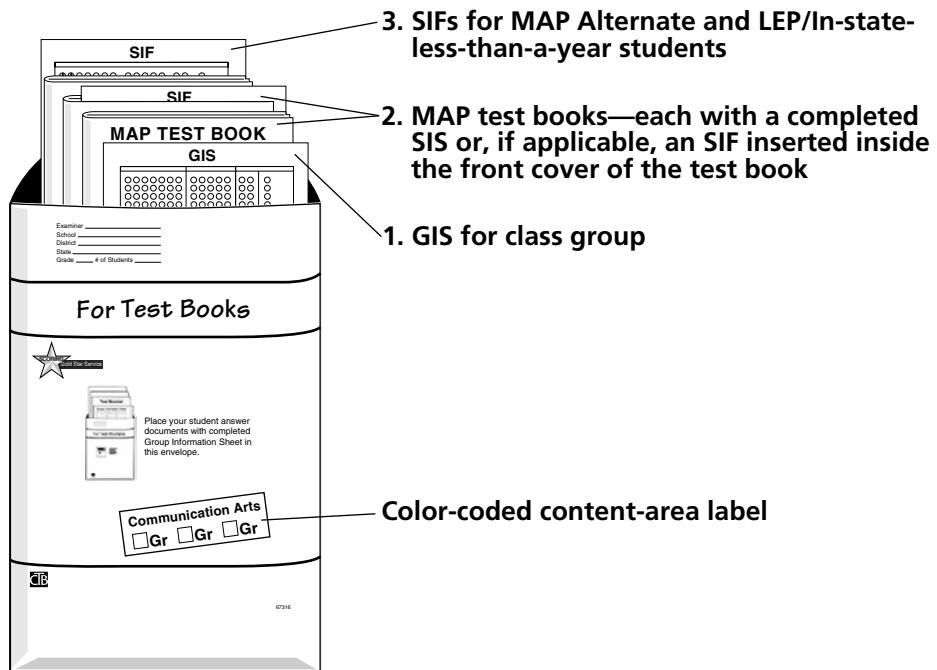
Group Information Sheet											
1				2				3			
TEACHER NAME S M I T H D				SCHOOL NAME A N Y S C H O O L E S				Number Students Testing 0 2 0			
								GRADE 12+ Ungraded			
SPECIAL CODES											
5											
A B C D E F G H I J K L M N O P Q R S T U V											
								Organization Name: MAP Spring 2002 Element/District Name: CENTRAL SO #: State: MO CTB McGraw-Hill			
								Published by CTB/McGraw-Hill, 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 1996 by CTB/McGraw-Hill. All rights reserved.			

<i>When you check this . . .</i>	<i>look for this:</i>
1 Teacher Name	The teacher's last name must be printed in the boxes, followed by the first name or initial, if needed. Under each box, the corresponding circle must be filled in.
2 School Name	In most cases, the school name has been pre-coded. If not, the school name must be printed in the boxes and the corresponding circles filled in.
3 Number Students Testing	<p>The number of students whose test books are grouped with this GIS must be printed in the boxes and the corresponding circles filled in. Be sure to include MAP Alternate and LEP/In-state-less-than-a-year students in your total. Use leading zeros, if needed. For example, to indicate 20 students, write and fill in 020.</p> <p>Remember, to account for all students, a completed SIS (located on the back of the test book) or a completed SIF must be turned in for every eligible student.</p>
4 Grade	The correct circle for the grade must be filled in.
5 Special Codes	This information has been pre-coded with the county, district, and school code numbers. The county code number is in columns A, B, and C. The district code number is in columns E, F, and G. The school code number is in columns I, J, K, and L.
6 Organization Name Element/District Name SO# State	This information has been pre-coded.

ORGANIZING MATERIALS

After the GISs have been checked for accuracy, place the following items in the large white envelope in the following order:

1. GIS for class group
2. MAP test books
3. SIFs for MAP Alternate and LEP/In-state-less-than-a-year students



If there is more than one envelope per Examiner, put the GIS in the teacher's first envelope with as many test books as will fit and all the MAP Alternate and LEP/In-state-less-than-a-year students' SIFs. (See Step 6 for the proper handling of the Large Print and Braille editions of the test books.) Each envelope will hold approximately 20 test books. If multiple envelopes are needed to hold large groups of books, the envelopes should be bundled together and marked on the front upper-left corner "1 of X," "2 of X," "3 of X," etc., with "X" being the total number of envelopes. The information requested on the front of the envelope must also be completed. Affix the appropriate color-coded content-area label on the front of the envelope.

IMPORTANT: Do not seal the envelopes. The District Test Coordinator will verify the contents before sealing the envelopes.

Any unused test books should be placed inside a large white envelope. Group unused and transcribed Large Print and Braille edition test books with the required edition unused materials envelope. Affix a black Unused Books label to the envelope.

The Examiner should provide the following materials to the School Test Coordinator:

- completed Missouri Teacher Survey Response Sheet
- envelope(s) containing the GIS and test books with completed SISs and SIFs
- envelope(s) containing the unused test books, **including the Examiner's copy of the test book**

Do not return manipulatives, reference sheets, Examiner's Manuals, carbonless paper, or extra envelopes to CTB/McGraw-Hill. Examiners may retain reference sheets, manipulatives, and carbonless paper (if used) for use in the classroom.

Districts must contact the CTB Transportation Department to arrange a pickup of testing materials. Please reference the Transportation Flyer in the District Test Coordinator Package for further instructions. Contact the CTB Transportation Department no later than May 2, 2002, to arrange a pickup of Early Return Testing materials and no later than May 13, 2002, to arrange a pickup of Regular Return Testing materials. Please note that the scheduled pickup time may be several days after you contact the CTB Transportation Department.